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ABSTRACT

On August 18, 1995, California's San Diego Community College District (SDCCD) held a conference among district staff to discuss strategies for remaining competitive in the 21st century. This document presents the conference agenda and summarizes remarks made at the conference and conclusions reached by breakout groups. Comments from four presidents and provosts of SDCCD colleges are included, regarding trends at San Diego City College, programs and plans for the year 2000 at San Diego Community College Continuing Education Centers, recent trends at Miramar College, and five planning issues for the next century at Mesa College concerning integrated programming, global and multicultural education, student access and new technologies, student development, and facilities. Next, general remarks by the district chancellor on change in the SDCCD and the top priorities for the breakout sessions are provided. The remainder of the document offers conclusions from these sessions-five groups of which focused on the curriculum; three on instructional delivery systems; six on communications among faculty, staff, administrators, and the board of trustees; four on student services; one on administrative support services and the physical environment; and two on professional and staff development. (BCY)

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ED 413 970

Preparing for the 21st Century

August 18, 1995

Conference Summary

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Preparing for the 21st Century
San Diego Community College District

Conference Agenda - August 18, 1995

8:00 - 8:30 am	**Registration**	Foyer
	Continental Breakfast	Main Ballroom
8:30 - 9:00 am	**Opening Session**	Main Ballroom
	Welcome by Board President Evonne Schulze and Board Members	
9:00 - 9:45 am	**"Vision for the Year 2000"**	
	City College President Jerome Hunter Continuing Education Provost Rodgers Smith Mesa College President Constance Carroll Miramar College President Lou Murillo	
9:45 - 10:15 am	**"Change in the SDCCD"**	
	Chancellor Augustine Gallego	
10:15 - 10:30 am	**Break**	Foyer
10:30 am - 12:00 pm	**Breakout Sessions: "Redesigning the District to be Responsive and Competitive in the 21st Century"**	
	• Curriculum	San Tropez
	• Instructional Delivery Systems	Marbella
	• Communications Among Faculty, Staff, Administrators and Board of Trustees	San Tropez
	• Student Services	Portofino
	• Administrative Support Services and Physical Environment	Marseilles
	• Professional & Staff Development	Las Palmas
12:00 - 1:30 pm	**Lunch**	Sorrento/San Marino
	Demonstrations: Innovations in the SDCCD	
1:30 - 2:30 pm	**Reconvene Breakout Groups**	
2:30 - 2:45 pm	**Break**	Foyer
2:45 - 3:30 pm	**Group Reports**	Main Ballroom
3:30 - 4:00 pm	**"Where Do We Go From Here?"**	
	Chancellor Augustine Gallego	
4:00 - 4:30 pm	**Closing Remarks and Adjournment**	
	Board Members	

PREPARING FOR THE 21ST CENTURY
AUGUST 18, 1995
HILTON HOTEL
1775 EAST MISSION BAY DRIVE
SAN DIEGO, CALIFORNIA

Welcome by Board President Evonne Schulze

"Vision for the year 2000"

President Jerome Hunter

Central to my vision for City College in the year 2000 is my belief that an educational institution focused on its mission, concentrating on meeting the needs of students and providing the best education possible is destined to be successful... at any time. To my way of thinking, the first step towards accomplishing this vision of success is the completion of a strategic plan which identifies service area needs, programs to be modified or deleted, facility needs, staffing and equipment priorities and organizational modifications.

Fortunately, the institutional culture at City College is one where planning is central to the decisions-making process. As we start this academic year, we are already poised for a comprehensive program review, a revision of our campus master plan and a relating of these two activities to our upcoming accreditation.

Over the past year, through staff development activities, we have already identified changes in the external environment to which we must respond. These changes have included:

1) Student demographics (older, diverse, more selective)

2) Demands for curricular reform including increased accountability and demands for improved transfer rates.

3) The increased use of technology, and

4) An overall reduction in fiscal resources.

These changes have caused corresponding paradigm shifts. They are:

1) from an emphasis on teaching to learning;

2) from numbers of students served to accountability;

3) the integration of vocational and general education; and

4) a focus on innovation and technology as a means of increasing efficiency and productivity.

The focus on teaching as opposed to learning implies that colleges will judge their success on the quality of student outcomes. The movement from numbers served to accountability implies that less emphasis will be placed on the headcount and more placed on measurable objectives, relationships to external needs and preparation for the workforce. The integration of vocational and general education is exemplified by the School to Work or the School to Career program - "the goal of the School to Work is to prepare all students with a skill, abilities and knowledge necessary to make good career choices and be productive. This will be accomplished by integrating existing resources and successful programs with new educational strategies which will connect the classroom experience to workplace requirements."

In the developing environment, the concept of training as we have known it is rapidly becoming an anachronism. The emerging concept is evidenced by the SCANS, skills and competencies. A review of these skills and competencies indicates that the workforce for the 21st Century must have critical thinking an interpersonal skills in addition to the ability to master complex technical tasks. And finally, the increasing focus on the use of technology implies that curriculum must be developed that will have broad applications and be capable of being utilized in many different presentation formats.

City College continues to respond in the following ways:

Flex activities have been developed to deal with:

LARC - Classroom-based Assessment
Technology Across the Curriculum
City Blocks - Writing Across the Curriculum and English Sensitivity to Vocational Areas and Science
SDICCA Multimedia Consortium
Instructional Skills Workshops
Critical Thinking Across the Curriculum
World Cultures - Promoting Movement from the Eurocentric Focus to a More Global Perspective
Collaborative Learning
Multi-Cultural Workshops
Contract Education

In addition, our focus for the past year has been curricular reform and outreach. Recently implemented programs include:

- Biotechnology - To train students for employment in a local and worldwide growing industry.
- Students in Free Enterprise (SIFE) encourages creative initiative in business and outreach to community resources.
- Professional Automotive Sales & Services (PASS) works with local automotive dealers to train students for consumer oriented sales and service.
- Contract Education connects faculty with local industry in mutually beneficial training programs.

- Anthropology develops practical and marketable applications for employment in anthropology and archeology.

- Competitive Technologies (CACT) - provides local manufacturers with customized training in TQM and Computer Integrated Manufacturing.

- Decision Support System - promotes communication with computer networking.

- Linking Engineering with Academic Populations (LEAP).

- LINKS - recruits single parents seeking employment in engineering.

- The High Tech Incubator which will prepare fledgling businesses for entry into the economy, while providing opportunities for internships and contract education.

- Revived Distance Education Program off to a good start.

The next facility planned for City College is a classroom/conference center which will have the capacity for traditional classroom instruction as well as distance learning and teleconferencing options.

The vision for City College in the new millennium was best summarized by the instructional deans at their "Re-Engineering the Educational Process" retreat held in February of this year. They wrote the following vision statement:

> "To prepare the most technologically sophisticated students of any urban institution in the country--students who are not only good community members, but who are also ready to enter the high performance workplace and can compete successfully in the global economy."

In achieving the vision, instruction at City College will reflect the following core values:

- Students, faculty and staff will be comfortable operating in the technological environment appropriate to every discipline, program and service.

- Instructional programs will all be degree or transfer and career oriented.

- Each instructional school will focus on accountability standards and measures as an integral component of the teaching/learning process.

- Academics will be merged with vocational/technical instruction.

- Cultural diversity, the cosmopolitan nature of City College, will continue to be emphasized as a major strength of instructional programming.

- The instructional division will foster entrepeneurism and innovation.

- Focus will be on thinking long-term (giving students a foundation to adapt and change careers).

I can add nothing to that!

Provost Rod Smith

At the San Diego Community College Continuing Education Centers, we believe in basics such as the three R's. We are the Right place when adults are Ready to get Results they'll be proud of! And, of course, we still believe in old fashioned Reading', Riting', and 'Rithmetic. We know that the adult students who come to Continuing Ed are motivated by specific educational, economic and social factors.

Adult students feel more comfortable ... they achieve more, and exhibit more motivation in attending classes in an adult environment. Our excellent faculty and dedicated support staff acknowledge and address these special needs of our adult learners.

The things that make us unique in the District - open-entry/open-exit scheduling, competency-based learning, independent learning centers, computer-assisted learning, and old-fashioned classrooms all afford our students the opportunity to be met at their level of educational need.

Between now and the year 2000, we'll have to use the tried and true ... and we'll have to develop new delivery systems. We know from our experience that adult students learn better in the human interactive environment ... not necessarily the computer interactive one. But it's imperative that they have the technical knowledge and capabilities, and that we provide them.

There are approximately 43 million American adults who function at the lowest level of literacy. This is a serious threat to our economy and to the security of the family. At this time, using all federal, state, local and private resources, only 10% of these people are being taught the most basic skills. In the past year, instead of encouraging more students in Adult Basic Education, funding has been cut nationwide by $55 million. We have to work more diligently at getting these people into our centers. The key to their futures is moving from "just teaching" to enhancing learning. We have to get them into the interactive environment, in a cooperative group learning situation, and sometime soon we must incorporate the technology in a meaningful way. When Telecollaboration, an interactive methodology for communicating with each other on the Internet is a reality, we have to be ready for our adult learners to go on-line, quickly.

Diagnostic services, assessment, counseling and monitoring allow progress through our remedial, developmental, and specialized classes. This enables interested adults to acquire skills to perform collegiate level work or to earn certificates to become immediately employable.

Continuing Education in San Diego is a necessity, not a luxury. Noncredit adult education is essential in California because the population served is its most needy adults. The skills provided are critical to the ability to live independently, to contribute to the economy of the community and the state, and in some cases, to simply survive.

Educating adults who are not immediately college bound is an "essential and important function" of the community college district. This is the place where they begin or begin again to give themselves the opportunities they may have missed.

Continuing Ed, adult ed, night school and community services are all names for our commitment to learning for a lifetime. We're proud of the diversity of our program, the popularity of it, and the ability we have to meet the needs of a multicultural, multiethnic population from newborns to older adults.

We have been providing educational opportunities to San Diego Adults since 1914. We started with how to raise chickens in the backyard. I don't know that any of our teachers are still doing that, but we are using classrooms, sewing machines, sergers and laptop computers to teach people how to run a home-based business in sewing and tailoring.

With technology abounding in the reproductive sciences, birthin' babies still comes down to basics and it takes that human touch and the instructor in the front of the childbirth preparation classroom reminding people to relax and breathe and push when ready! All of our faculty keep qualified and current in their fields to provide the best information available to the adults who come to us.

We know that the ESL student who has had the finest instruction from our fiercely dedicated instructors needs to believe that they can go from the basics on to specialized Vocational ESL or on to high school or perhaps on to one of our colleges. Our instructors go beyond the minimum qualifications of how to teach a course; they care about the total welfare of their adult students.

All of our students are exposed through cooperative learning processes in the classroom to what will happen in the real world.

They will have to participate with others.

They will have to do some critical thinking.

They will have to do some problem solving.

As much as the technocrats want us to believe that the only way is the computer way, we believe that the human, with the ability to interact on a personal level, and still do the technical work is the reason for Continuing Education. We believe that our vision is sound, if we have the teachers, techniques and facilities to back it up.

We are proceeding with providing the environment for the students and the equipment by redeveloping the physical plants. Without state monies for Continuing Education, you know how difficult a building process is. We are now in year four (4) of fixing what was Midway and is now West City Center, Point Loma campus. We are committed to the neighborhood. We need the facility to serve our learners, and it has to be a quality one.

We're pursuing two different venues on finally getting a new Mid-City Center. City Heights is much in the news with the bad stuff. We want to be in the lead with the good stuff. A modern, safe, learning environment, in harmony with the needs of the surrounding community, can perhaps lead the way to a peaceful neighborhood where people can learn so they can earn.

We excel in being responsive to the changes in the world around us. We are the best providers of what are traditionally identified as adult programs; citizenship, adult basic education, high school completion, English As A Second Language, job training/vocational classes, business classes, special education programs, consumer and home economic classes, child development, parenting, classes for older adults, and general interest classes.

Our faculty and staff take advantage of staff development opportunities. We use information and materials available to us. We keep current with the mandates and the trends. A great strength is our ability to create new programs quickly to meet the needs. Going from three (3) sections of citizenship preparation classes to sixteen (16) sections is a good example of our current level of responsiveness.

So what is the Continuing Education vision for the year 2000?

We'll keep doing what we do best with the people and incorporate the technology as it comes.

Enrollment - mandated areas

English As A Second Language	23%
ABE/HS/GED/Citizens	14%
Parent/Child Development	5%
Health & Safety	7%
Older Adult	15%
*Vocational/Home Economics	32%
Special Education	4%

*Short-term vocational
Office skills/computers
Automotive, electronics, welding, etc.
Consumer education

Student Profile - single semester

Female	59%
Male	41%

Age

Under 18	6%
18-20	10%
21-25	16%
26-29	11%
30-35	11%
35-39	9%
40-44	7%
45-49	5%
50-54	4%
55+	21%

Ethnicity

African American	19%
American Indian	1%
Asian	14%
Hispanic	28%
White	47%

Citizenship

United States	64%
Immigrant	17%
Refugee	6%
Other/unknown	13%

Languages spoken other than English

53

President Constance Carroll

INTRODUCTION

This conference is a wonderful opportunity for all of us to share information and perspectives, and Mesa College is pleased to be part of this effort to set goals and directions as we prepare for the coming century. In preparing for my role in today's program, I have had the opportunity of working with the Mesa College President's Cabinet where the leadership of the Academic Senate, the administration, the Classified Senate, and the Associated Students participated in developing our tentative goals and vision statements for the future. These ideas are offered today to inform the overall planning process and will also become part of the college's planning activities. Shared governance is one of the hallmarks of Mesa College, and I am pleased that it has even figured into my presentation this morning.

BACKGROUND

In recent years, San Diego Mesa College has made impressive progress on a number of fronts. First and foremost, we have made a concerted and a successful effort to align the college's overall program of studies with the

changing needs of students. Although some of the decisions and adjustments we've had to make were difficult, the faculty and staff have done an extraordinary job in bringing about new benefits for our students. In studying our students' needs, Mesa College has noted a tremendous desire among students for courses that transfer, in both arts and sciences and occupational disciplines, as the following profile of 20,000 students in the spring semester 1995 demonstrates. Their educational goals were:

Transfer with AA	33.1%	6,800
Transfer No AA	18.5%	3,792
AA no transfer	4.9%	1,010
Voc. Degree No Transfer	1.5%	299
Voc. Cert. No Transfer	1.5%	310
Decide career	5.0%	1,030
New career	6.4%	1,314
Update job skills	4.5%	924
Maint. Cert. License	1.3%	274
Educational Development	3.0%	617
Basic Skills	.8%	174
HS or GED	.5%	111
Undecided	16.5%	3,393
Not reported	2.4%	499

In order to address these trends, Mesa College has begun an annualized schedule development process, and has made a host of changes, such as increased numbers of sections in English, biology, chemistry, mathematics, social science areas, and specified occupational disciplines. To support the new scheduling directions, the college has remodeled facilities, especially for science laboratories, the Radiologic Technology laboratory, a bank of remodeled general classrooms in the K-200 building, upgraded speech classrooms, renovated theater and music facilities, and a host of ongoing projects.

Where necessary, the college has also provided improved staff support, especially for science labs. To offset these developments, Mesa has made one program elimination and several program reductions, all of which were characterized by relocation or new class assignments for the affected program faculty. Mesa College has made some hard decisions based solidly upon student needs and will continue the dynamic process of institutional self-assessment, program review, and program development.

The result of our work to date is a curriculum profile which illustrates the present distribution or "balance" of the college's program of studies, expressed in full-time faculty equivalents, which the Academic Affairs Committee will utilize as it leads the college toward a new curriculum balance.

Arts & Sciences	233.27	63.4%
Developmental	26.9	7.3%
Physical Education	27.15	7.4%
Occupational Ed	80.5	21.9%

An effort to determine new academic and occupational directions is underway at Mesa College in concert with the community itself. The allied

health programs kicked off a joint planning process at a campus luncheon for local hospital directors and health agency leaders; similar efforts in business, biochemistry, and other programs have begun.

The impressive programmatic initiatives and changes were accompanied by strong, incremental progress toward increasing instructional "productivity" as measured by the ration of weekly student contact hours to instructor or WSCH/FTE. Mesa College has increased its ratio from the low 400s to almost 500, and is well on the way to the assigned target of 525. In lay terms, this means that we have increased the average class size from 27 to 33, with a goal of 35. More important, the college has made its progress without improperly increasing class size in such disciplines as allied health or English, and has been successful in providing assistance where necessary. The "bottom line" for Mesa College at the close of the 1994-95 academic year was a large increase in FTES (full-time-equivalent students, which is the basis of state funding) of almost 600, the largest credit FTES increase in the San Diego Community College District.

ACADEMIC YEAR	FTES
1994-95	12,980
1993-94	12,391
Increase	589

The enrollment increase, budgetary health and efficiency have enabled Mesa College to make sorely needed improvements in a number of areas: hiring more contract faculty, purchasing instructional equipment, new signage for the entire campus, and a series of remodeling projects. This latter topic, facilities remodeling, is critical since the college has an aging physical plant which, without strong corrective efforts, could easily evoke Bette Davis' famous remark in Beyond the Forest: "What a dump!" For those who prefer a more academic expression, the Latin for that is Quid gurgustium! I am particularly pleased by the great strides we have made to improve campus appearance.

Finally, and most important, the recent reorganization of student services into a cohesive unit has produced nothing but positive outcomes for students. From telephone registration to student development to new counseling initiatives, the student services at Mesa College truly put students first and make a very positive difference in their success.

Our future plans now have a strong foundation upon which to develop and prosper. Key to our past success and to our future progress is the shared-governance format with which Mesa College operates. The Academic Senate, the Classified Senate, the Associated Students and the College Administration are true partners in decision-making as well as in the establishment of a vision for the future.

FIVE PLANNING ISSUES FOR THE YEAR 2000

The President's Cabinet and I have selected five major themes for me to present this morning as the most serious concerns for our planning. Rather

than identify specific projects, we felt it best to share these major issues which will guide our own planning at the college and complement planning activities within the District.

#1 ISSUE: INTEGRATED PROGRAMMING

During most of the Twentieth Century, the scientific paradigm dominated academic development, resulting in host of separate, individual disciplines in contrast to the more thematic and interdisciplinary approaches of the previous century in which the humanities were dominant. One can even see at Mesa College a fractious array of disciplines and classes, individualized programming and an unhealthy gulf between many arts and sciences and vocational curricula. Our programs are also divorced from a sense of societal purpose, community responsibility and national identity. In the recent book, *The Good Society*, by UC Berkeley sociologist Robert Bella and others, this point is also made.

> A genuine "education society" means something more than a society with good schools. It means a society with a healthy sense of common good, with social morale and public spirit, and with a vivid memory of its own cultural past....And so we must recover an enlarged paradigm of knowledge, which recognizes the value of (the scientific approach) but acknowledges that other ways of knowing have equal dignity (and worth).

For the year 2000, we hope to develop ways of offering instruction more thematically along with a more interdisciplinary organization of disciplines. While supporting our unique multilcultural programs, we also hope to see much more integration of multicultural content across the curriculum. The integration of skills components and academic content in vocational courses and programs is also a high priority, which is currently receiving considerable national attention. Last, but certainly not least, we hope to explore the concept of service-learning as perhaps one route for reacquainting students with the historical grounding, the sense of obligation, and the concept of community service, all of which are important to the success of a democratic society.

#2 ISSUE: GLOBAL AND MULTICULTURAL EDUCATION

Mesa College has formed an important new committee on International Education, which will become of the most important planning topics for the future. Being the second largest institution of higher education in San Diego and being located in an international city give Mesa both a unique opportunity and a sense of mandate to expand into global education. We envision international components in a number of disciplines, including the humanities and foreign languages, business, international trade, business law and others. The program will also include semester-abroad programs, summer travel programs, student exchanges and faculty exchanges. There is much to do and enthusiasm is high on campus regarding this planning project.

At the present time, Mesa College offers a major program in Chicano Studies and a major program in Black Studies. By the year 2000, a new Multicultural Studies Center (already funded by the Chancellor and the Board of Trustees) will have been constructed, and two new programs will be fully operational; Asian/Pacific Islander-American Studies and American Indian

Studies. These efforts, combined with our project of integrating multicultural content throughout the broader curriculum, will help us both recognize and celebrate the rich cultural heritages of our students and community. The following chart illustrates the increasing diversity of Mesa College students.

White	55.2%	11,352
Asian/Pacific Islands	13.5%	2,778
Hispanic	11.6%	2,389
African American	5.8%	1,183
Filipino	5.6%	1,141
Unknown	4.4%	894
Other	2.5%	511
American Indian	1.5%	299

Given all the statewide and national controversies surrounding Affirmative Action and other programs, the rising incidents of hate crimes, and the heated debate about the literary canon, Mesa College's multicultural mandate will help bring about positive understandings since the entire effort is inclusive rather than exclusive.

#3 ISSUE: STUDENT ACCESS AND NEW TECHNOLOGIES

Mesa College has embarked upon many projects to incorporate new technologies and methodologies. Our philosophy, however, has not been to focus upon technology as an end in itself but as a means to other ends, especially the ends of excellence and student access.

By the year 2000, Mesa College plans to have completed the cabling "backbone" project, which is key to the coordinated local area networks and wide areas networks for computer usage. The installation of Internet services in the new Learning Resource Center, the expansion of computer access to all faculty and staff and the adaptation of all appropriate disciplines to computer assistance must be accomplished by the end of the 1990's if the college is to be a viable institution of modern higher education.

Technology will also be essential to the college's goal of remaining an open-access community resource. Already the escalation of student fees, the "capping" of enrollment, reductions in federal financial aid, and other factors have reduced student access to classes and services. Non-traditional modes of instruction such as distance education may be the only vehicles in the future for serving the growing populations of students and the growing needs of industry for instruction provided by San Diego Mesa College. Therefore we will continue to emphasize technology in our planning.

#4 ISSUE: STUDENT DEVELOPMENT

It is our philosophy at Mesa College that student development is a collegewide responsibility. By the year 2000, we will have developed new systems to enhance students' academic development by improving retention rates and transfer rates and by instituting new services to help students succeed in their studies. The college also will concentrate on other areas of student development and leadership skills, which will be provided through existing and new co-curricular programs in athletics, the fine and performing arts, debate,

literary pursuits, journalism, clubs and, of course, student government. The collegiate environment and culture of the college are extremely important aspects of student life. It is a dimension we hope to strengthen, not diminish, for the future.

#5 ISSUE: FACILITIES

As I mentioned earlier, college facilities present some real challenges, which we plan to address as we move closer to the year 2000 and beyond. A new 107,000 square foot Learning Resource Center will become the hub of the campus as a fully state-of-the-art resource for students and faculty alike. We plan to complete the Multicultural Studies Center in the next few years. The college also needs to design an Allied Health Building and a new Student Center, both of which projects are beginning to move into an active planning mode. Strategies to replace the Art Gallery and to renovate the theater are also being discussed. A concerted effort to renovate general classrooms will be ongoing, as well as another effort dear to everyone's heart: air conditioning of the entire campus.

One of the best features of these planning efforts is the involvement of the Architecture and Landscape faculty and students in these plans. It is refreshing to view the campus through the eyes of students and to pursue design projects from this perspective.

CONCLUSION

I'd like to conclude my remarks with a quotation by the great educational philosopher Albert Borgmann, "...education enables and disables for life." At San Diego Mesa College, our goal for the coming century is to enable our students by educating them in a student-centered, learning community that while it pursues new ways of teaching and learning does not lose sight of traditional values and methods.

Thank you for letting me be part of this excellent conference.

President Lou Murillo

The purpose of our get together today is to examine change in our community colleges and to challenge ourselves to serve students better. By challenging ourselves in this manner, we will ensure that we are doing the best we can to prepare students at Miramar College as we begin our twenty-sixth year of existence. Whereas many institutions our age are busy reengineering or reinventing themselves to provide a "leaner" more economical service to their clients, Miramar College finds itself in the position of "inventing" itself. We are busy defining what a "comprehensive community college" means to us. In this quest for definition, we have deployed the use of partnerships with outside agencies, and focused on extensive strategic planning.

Partnerships have allowed Miramar College to link with the City of San Diego Parks and Recreation Department to create Hourglass Field Park. The college provided the land and the City of San Diego provided the resources to

develop the park for joint use by the college and the general community. This 28-acre facility has provided the college an opportunity to significantly expand its physical education course offerings through the use of soccer fields, softball and hardball diamonds, and a sand volleyball court.

Hourglass Field park will be completed in three phases. Phase I has been complete for about one year. Phase II which is due to begin sometime during the 1995-96 academic year will include a 50-meter competitive pool. Phase III will include a comprehensive gymnasium and will complete the joint use facility. The college greatly appreciates this partnership as it is unlikely that state funds would have been available to construct these facilities using bond measure resources.

Another clear example of a partnership that works is what we have been able to accomplish at the Naval Training Center (NTC) with the San Diego Fire Department. NTC is one of the many military installations around the country that is scheduled to close by the year 1998. We have worked successfully with the City of San Diego Fire Department to create a partnership that has allowed Miramar College to relocate its Fire Technology Program to NTC. The San Diego Fire Department has been using the NTC facility for a couple of years, and our partnership will grow to include the Regional Police Academy and a comprehensive program in environmental education and training.

Should our vision of a comprehensive public safety program become reality, Miramar College would become the Quantico of the West, serving all segments of public safety personnel, including federal agencies. Although just a dream at the moment, the NTC location for our public safety programs holds much promise for Miramar College.

Miramar College is fast becoming the Advanced Transportation Center of Southern California. We have a comprehensive aviation repair program in which we prepare students to maintain aircraft according to FAA standards. This program holds the distinction of competing head-to-head with four-year colleges and universities in a nationwide competition for United Airlines internships.

Our growing diesel technology program boasts significant support from the Caterpillar Foundation and Hawthorne Machinery. This excellent example of industry partnership has resulted in a program that meets industry standards for training and receives ample financial support through student scholarships, equipment, test instruments, staff training, and material and supplies. We have been acknowledged as the premier diesel technology program in the State of California, and our graduates have little difficulty finding employment.

The third aspect of our Advanced Transportation Studies Center is auto technology. This program came to us last year from City College and is currently housed at Mira Mesa High School in yet another example of a partnership that works. Our relationship has resulted in the use of the Mira Mesa High School facility at no cost to us while, at the same time, providing college-level instruction to their high school students.

Our vision of becoming the Advanced Transportation Studies Center of Southern California got a big boost when Miramar College recently received a $150,000 grant from the State Chancellor's Office to incorporate alternative fuel technology and alternative vehicle technology in its curriculum. We believe that we are on the right path by pursuing a vision in advanced transportation technology.

Another evolving program at Miramar College is biotechnology. Again, our partnerships with the biotechnology community and Scripps Ranch High School have allowed us to advance this program and offer students courses and training in what has been often called the fastest growing industry in San Diego County. We offer our biotechnology courses at Scripps Ranch High School for a couple of reasons. First, Miramar College cannot offer these courses in our campus labs, since they are impacted. Second, Scripps Ranch High School opened their doors in the fall 1993 semester and are not yet fully enrolled. Thus, they have not fully used all of their science lab space.

Leaders in the biotech community team teach with our faculty, ensuring that industry training standards are adhered to. The biotechnology community has provided ample support for the program by not only permitting their staff to be involved in all aspects of our program, but also by contributing significant resources such as equipment, materials and supplies. These contributions are greatly appreciated, since the program is equipment intensive.

Miramar College has recognized the potential in using computer technology as a teaching instrument, especially in the basic skills courses. We have incorporated the Invest program, in which students use custom designed curriculum to learn math computations, and improve reading and comprehension skills. The Invest Lab is one of 13 pilot sites at various community colleges nationwide that will ultimately produce basic skills curriculum tailored to met the needs of community college students. The early results of the Invest program have been very optimistic. In some cases, students are experiencing a four-to-five grade level improvement in their reading ability in just three months. The Invest program holds much promise for the students at Miramar, especially as we attract more and more students who need developmental assistance with basic skills courses.

Overall, the curriculum process at Miramar College has undergone significant change. For the first time ever, we have a curriculum committee composed of faculty working in concert with administration. This summer, the committee worked extremely hard to standardize the curriculum process. This new, more inclusive curriculum development process will allow our faculty to review and revise their courses in order to be in compliance with Title 5 regulations.

As we struggle to define ourselves as a "comprehensive community college" during this economically depressed era, it becomes clear that we must use planning techniques to exploit the full potential of our resources. To this end, we have been using an effective strategic planning model at Miramar College for the last two years. The model is predicated on an external environmental scan and an internal scan to define the goals of the college. Using this process, we have established nine college goals that drive our

decision-making regarding the use of our resources. Since the last comprehensive environmental scan took place in 1988, we have determined that we need to implement this process once again this year, as there have been so many changes in our communities in the last several years. Once done, we will examine whether our mission statement is consistent with the needs of our community and make any necessary changes in it and our goals.

Strategic planning at Miramar College was undertaken as a direct response to the accreditation site visit team recommendation during their last visit in February 1992. In like manner, we have developed a "Long-Range Plan for Student Services" for the same reason. The Long-Range Plan was completed during the latter part of the spring 1995 semester, following which a three-member site visit team composed of student services experts from other California Community Colleges were invited to assess our plan and review student services at Miramar College. The result of their visit was a comprehensive report that provided us with feedback on our plan and a series of recommendations for our consideration as we look at ways to improve service to our students.

In the past two years, we have developed a strategic planning process for the entire college that links the process to resource allocation. The next vital cog in this process is to develop a more concentrated effort in generating research information which will form the foundation for our planning efforts. Ultimately, this expanded planning process will ensure that our resources are better directed and more effectively utilized. This last aspect of the planning process will be a challenge to accomplish but non-the-less critical in our strategic planning process.

Another change at Miramar College worth mentioning is the overhaul of our shared governance system which was instituted at the start of the spring 1995 semester. This has resulted in a much more inclusive process of decision-making for the college. We are not perfect in our shared governance system, but we have made significant strides to make it much more inclusive and communicative to all constituent groups.

With so much change underway at Miramar College, it is important to note that all college personnel must understand that change must occur in order to improve the education and service to students. I would like to thank the members of my administrative and support staff, the faculty leadership, the classified leadership, and the Associated Student Council for their support and fine efforts to make Miramar College the bet that it can be. We are truly poised to be a <u>great</u> community college.

Thank you.

Chancellor Augustine P. Gallego

"Change in the San Diego Community College District"

Today you will hear a lot about change. About the changes going on all around us and suggestions on how we must respond to those changes.

The futurist Alvin Toffler told a gathering of business leaders that, in business, if you are doing today what you did yesterday, you won't be around tomorrow.

So what does that mean to us in education? If business needs to change all the time to remain competitive, do we need to change to still be around tomorrow?

We prepare students for careers with business and industry. Should we update our curriculum to prepare them for the constantly changing environment in the workplace?

I believe it was Peter Drucker who said that, in education, when a subject becomes obsolete, we make it a required course.

Is that the way we want people to view education?

Do we need to rethink the way we deliver instruction, in light of new technology in distance education, computers and multimedia?

An in student services, should we be asking similar questions pertinent to student recruitment and retention?

Do we need to be concerned about change, or can we continue to do today what we did yesterday?

I had someone in education--he is not in our District--tell me that he hopes to make it to retirement without having to learn how to use a computer or the Internet.

This man may not be an innovator, but he can see the future. What he recognizes is that if her were not near retirement, he would have to change and learn how to use the new technology, or face the possibility of not being around for many more tomorrows....

Why do we find it so hard to change?

Change isn't difficult. Just ask Mesa College's new philosopher, John Baker. John says, "Change isn't difficult, it happens all the time. It's the changing that's difficult." If you haven't met John, he is the new vice president of student services at Mesa.

At Mesa College, John wears a name tag because the students are changing all the time and most of them would never know who he is without it. By wearing a name tag, John is approached more often on campus by students who have questions or concerns. He has found a way to serve more students.

Doesn't that make sense for a vice president of student services? It was a small change when he made the decision to do it, but I think it is an important one for students.

Today I hope we will all think about and brainstorm about the big and small changes that can make our colleges and Continuing Education Centers even more responsive, more effective and more forward thinking. To be more effective and forward thinking, we must understand the driving forces that will affect how we will live and work in the coming years.

James Morrison of the University of North Carolina at Chapel Hill, has developed six steps of strategic planning, which is really the process we are beginning today.

The first step is an analysis of the external environment. You identify the broad social, economic, environmental, political and technical trends--past, current and future--that may impact your organization.

The second step calls for an internal assessment of the organization--why it has succeeded in the past and what it will take to succeed in the future.

Step three is where you develop the strategic mission. Information gathered in the external analysis and internal assessment steps provides the basis to review the organizations mission, to set a vision and goals, and to identify strategic issues.

Strategic issues are the internal or external developments that could affect the organization's ability to achieve its goals.

Strategic plans are developed in step four. The plans are documented, specific courses of action that define how to deal with critical issues.

Good strategies are broadly disseminated to ensure the commitment, cooperation, and continuous involvement of all key constituencies.

We want to disseminate broadly the work, ideas and goals that you develop today.

The final two steps in the process are implementation and then evaluation.

This six-step process begins with an analysis of the external environment, and I think that is critical to a planning process.

We need to consider the social and political environment. For example, what is the impact of the current debate on affirmative action? The remedial education debate? The politics of Proposition 187, the implications of the California Civil Rights Initiative--these and many more external issues must be taken into consideration. In some ways, I believe we have looked at these issues, and we have been an innovative, creative District.

- When you look at the Humanities Institute at Mesa College and what it has accomplished in exposing students and the public to new experiences, perspectives and cultures.

- When you see the development of the Transportation and Technology program at Miramar College to prepare skilled technicians who can maintain and repair advanced transportation vehicles and systems.

- When you look at the outstanding collaborations and technological innovations of City College's Center for Applied Competitive Technologies and the new Technology Incubator that will open next month.

- When you see Continuing Education's Workplace Learning Resource Center and how it is providing business and industry with onsite training of employees in cultural understanding, workplace literacy and continuous improvement methods.

These are just a few of the programs that our colleges and Continuing Education Centers have developed to prepare people for the next century.

TECHNOLOGY

I'm sure there will be a lot of discussion today about technology in the delivery of education. What is it? Do we need it? how much of it can we afford?

Utah Governor Mike Leavitt described a vision of technology in education that I believe is a good one. He said, "Technology-delivered education is not about eliminating the campus experience. It is about choice, variety and flexibility. It's about accessibility and making some classes, those that fit the proper criteria, available anytime, anywhere."

In our District, last fall we resumed a distance education program which was discontinued about 10 years ago. The return was a big success. We had four times as many students enroll in TV course than we had expected. So there is a demand. But today and for tomorrow, distance learning means much more than TV courses. And technology in the delivery of education is more than distance education. It also involves enhancements in the classrooms. It can involve simulations, animation, audio alone or audio and video interaction with guest lecturers. In distance learning, a growing number of colleges and universities are offering courses over the Internet and on commercial on-line services. Cal State University offers some course over the Prodigy network. Penn State University may reach a point where it serves more students through distance learning than it does in traditional classrooms. We cannot ignore this trend and simply dismiss distance learning as not providing the same quality education as face-to-face classroom instruction. Both distance learning and traditional classroom settings have advantages and disadvantages.

A growing area of instructional delivery is through Internet e-mail. Studies of e-mail classes show that students who contributed little in classroom settings, because of shyness or other reasons, sometimes become rich contributors on e-mail. E-mail seems particularly helpful for students in which English is not their first language. They have more time to process a faculty member's questions or comments and then respond.

A recent study (by the Annenberg Project) of seven degree programs for off-campus students found that faculty members and students familiar with both traditional and electronic instruction rated e-mail equal to or better than classroom communications in both its frequency and its usefulness.

I believe that alternative instructional delivery systems are not only something that the public will demand more and more of but it may also be a requirement to have a balance of delivery systems in order to receive full funding from the state.

In the very near future, our campuses are expected to face increasing demands for our educational programs . I don't foresee additional state funds for students or facilities to accommodate them. So the state may require a certain percentage of courses to be offered through distance learning.

I believe we could face similar controls in student services. Think about this for a moment. What if we didn't invest in telephone registration because it didn't have a high enough priority to be funded. Carrying it a little further, what if eventually we were the only college or university in the county without telephone registration? Don't you think we might lose students who wouldn't want to wait in long registration lines? And in the high schools and in the community, we would be viewed as a backward rather than a forward-thinking institution. That image would negatively impact enrollment.

Before we reached that stage, however, the state or an accrediting agency may have stepped in and told us that we cannot operate today the way we did yesterday. As it turns out, we instituted telephone registration, and it have been an extraordinary success.

That is often the case when you when you commit to change. It's a little confusing and perhaps uncomfortable at first, you have to work the bugs out, but in the end everyone benefits from it. We are not looking at change just to survive or to stay ahead of the curve. We are involved in this process because we are accountable to the public, and we should all have pride in the services we provide to this community. Anyone can survive and be mediocre. But we will not settle for that.

CURRICULULM

Along with student services, we will have to look at the external changes that will affect the development of curriculum.

They are:

1. The movement from teaching to learning.
2. The movement from access to accountability.
3. The integration of vocational and general education.
4. The lack of distinction between "training" and "education."
5. A focus on the increased use of technology.

The movement from teaching to learning implies that colleges will judge their success on the quality of student outcomes as opposed to instruction.

The movement from access to accountability implies that less emphasis will be placed on the number of students served and more placed on measurable objectives, relationships to external needs and preparation for the workforce.

I urge you to read the excellent commentary by Palomar College Professor John Tagg in yesterday's Union-Tribune. The last paragraph in that article points out a view which taxpayers and legislators have been embracing. Professor Tagg's proposal is to say this to every educational institution in California:

"We are tired of paying for what we don't get. From this point on, we will insist that a diploma or a degree from your institution means something, and that you be able to tell us what it means. You must begin to measure the results of your programs and we will reward you for your successes, but not for your failures."

I believe that may be the accountability standard in the future.

Getting back to the other points in curriculum, the integration of vocational and general education is exemplified by the School to Work or the School to Career program. This goal has been defined as preparing "all

students with skills, abilities and knowledge necessary to make good career choices and be productive in their career. This will be accomplished by integrating existing resources and successful programs with new educational strategies which will connect the classroom experience to the workplace requirements."

The growing lack of distinction between training and education is evidenced by the SCANS skills and competencies. These are national standards which boil down to a requirement that the workforce for the 21st Century have critical thinking and interpersonal skills in addition to the ability to master complex technical tasks. Every educational institution in America will be influenced by these external changes, and we must respond to them.

Change isn't something that we can't afford not to do. The questions before us today are what are the changes we must make and what are our top priorities for change. By identifying these changes today, we will be taking the very first step toward revising our blueprint for the future - our Educational Master Plan.

In Stephen Covey's popular book, Seven Habits of Highly Effective People, the second habit he talks about is to "Begin with the end in mind." To do that requires leadership, not management, Covey says. He quotes Peter Drucker and Warren Bennis who make the distinction in this way:

"Management is doing things right; leadership is doing the right things."

Covey makes this point with the following example. Envision a group of producers cutting their way through a jungle with machetes. They're the producers, the problem solvers. They're cutting through the undergrowth, clearing it out. The managers are behind them, sharpening their machetes, writing policy and procedure manuals and holding muscle development programs. They are also bring in improved technologies and setting up working schedules and compensation programs for machete wielders. The leader is the one who climbs the tallest tree, surveys the entire situation, and yells, "wrong jungle." But how do the busy, efficient producers and managers often respond? "Shut up! We're making progress," Covey says.

To paraphrase Covey, in education we might hear, "Shut up! Shared Governance. We're making progress," even though we may be in the wrong jungle.

So I hope you will all try to climb the tallest tree today, see as far as you can, make sure that we are not only in the right jungle, but that we have the right tools to clear a path successfully into the 21st Century.

TRANSPARENCY SUMMARIES

FOR

"TOP TWO PRIORITIES" OF EACH BREAKOUT SESSION

CURRICULUM

(Five (5) breakout sessions, five (5) reports)

1) Develop districtwide orientation to vision and implementation of curriculum.

2) Design and implement comprehensive staff development program which teaches districtwide vision and mission.

   Eliminate barriers to curriculum development and implementation.

3) Expedite curriculum process:

   - clarify and simplify: communicate
   - expand participation
   - improve incentives and resources
   - tracking on-line capacity

4) Incorporate community, business, and industry needs.

   - identify, communicate and integrate
   - strengthen advisory board in all disciplines
   - increase on-campus participation and off-campus visitation
   - improve incentives and resources

5) Curriculum: Within the year, realize a proactive district supported effort to bring about curriculum. Reconfigure (prepare for transfer, job readiness, removal of barriers, and articulation) to comply with state mandated curriculum standards.

6) Courses: Within the next two years, realize a proactive district supported effort to solve curriculum problems regarding repeatability, duplication, and prerequisite validation.

7) The curriculum must be changed to ensure student success through: AA degree attainment, transferability of courses, employability and with courses that emphasize critical thinking, learning styles, interpersonal skills, cross-disciplinary cooperation, and multi-cultural understanding.

8) The system of managing curriculum in the District must be changed to integrate shared governance, policy and procedure making, and

information systems into a system which is timely, efficient, easily accessible, and responsive to the needs of students, faculty, and staff.

9) Facilitate a positive environment for change with resources, simpler curriculum procedures and inservice training.

10) Ensure that curriculum is responsive to identified community needs.

INSTRUCTIONAL DELIVERY SYSTEMS

(Three (3) breakout sessions, one (1) combined report)

1) Create educational enterprize with no walls, many bridges:

- electronic network - no time, place, pace constraints
- maximize resources by truly, actively sharing (three-campus class).

2) Develop cooperative approach to intellectual property.

3) Develop partnerships with other institutions and workplace.

4) Maintain human interactivity of educational process.

COMMUNICATIONS

(Six (6) breakout sessions, six (6) reports)

1) Institutionalize the involvement of all impacted personnel and community members by: assessing, auditing, budgeting for communication issues:

- establishing a joint communication clearinghouse and publish the results.
- establish the position of on-campus communications director.
- establish a campus feedback system "suggestion box."

2) Design staff development workshops to develop skill and sensitivity in:

- being more approachable or available.
- training in active listening.
- training in role-playing and role reversal.
- training in the Internet, E-mail and other new technologies.

3) Everyone must have access to and training on a network computer, including E-mail; periodic upgrades and training must be factored in.

4) Under the umbrella of the District, all employment levels at all sites should practice consistent, positive and productive relations inclusive

of verbal, written, and electronic communication to encourage a healthy and motivated learning and working environment, with specific emphasis on students.

5) Better system for wider distribution of information between and among all sites that include:

- E-mail
- forums
- newsletters
- Internet
- database
- interactive bulletin board (list servers)

6) To adopt a districtwide communications philosophy with the following components:

- based on an open-door system
- ongoing communications training at all levels with no reprisals or intimidation that encourages more personal contact and interaction.

(Suggest a follow up to this session to evaluate progress.)

7) Institution of a publication that will present District, college and site issues. The issues should be current and representative of diverse opinions.

8) Opportunities for personal and group interactions districtwide, e.g., conferences, faculty meetings, interactions with trustees, etc.

9) "Information Mapping":

- define the information that needs to be communicated
- to whom and from whom should it be communicated
- HUMAN ---- TECHNOLOGY

10) Improve communication by expanding access through technology, equipment and mandatory training.

11) Attitudinal Changes:

- training (employee orientation diversity, supervisory skills, team building, customer/client service, entrepreneurial spirit).
- empower employees (open forums, yearly leadership goals, meetings, quality circles, direct communications with minimum number of filters, "big picture."
- accept use of outside experts.
- feedback on decisions (reasons why).
- include comfort level with fellow employees (difference of opinion is encourage, more socialization).

12) Technological Changes:

- substantial budget allocation for a robust network and more technology as tools.
  (computers for each department, access to E-mail, faxes, electronic communication versus hard copy, adequate staff support, student access, phone directory on network.)

STUDENT SERVICES

(Four (4) breakouts, four (4) reports)

1) Comprehensive appraisal of staffing patterns and functionality in student services, usefulness of current practices and policies with a view toward decreasing labor intensive/paper intensive environment.

- redeploying existing resources

2) Develop a mechanism for orderly referral of student concerns/complaints on campus:

- identification of chain of command
- inservice staff/student leaders
- inform students of their responsibility
- monitoring & evaluating complaints to determine action plan
- provide information to students

3) Focus on Needs:

Communication (District Office > campus/site > student >)

- methods - include new technology
- student needs - "Keep Door Open"
- community
- state - measurable outcomes
- campus culture "whole student"

Access & Delivery

- transportation alternatives (staff development)
- distance education
- priority within limited resources
- changing demographics
- support diverse student needs

(Incorporate new technology in both three and four.)

4) Improve Communication Within the District

a) Use existing technology fully
   (E-mail, invest, Internet).

b) Use newer technology as it emerges.

5) Systematic identification of student needs and develop new approaches to address diverse student needs.

   a) targeting new markets
   b) look at our external environment
   c) weekend college
   d) distance learning

6) Develop comprehensive, student-friendly communications/information system.

7) Increased access to student-support service and programs.

ADMINISTRATIVE SUPPORT SERVICES AND PHYSICAL ENVIRONMENT

(One (1) breakout, one (1) report)

1) Broaden the administration and campus interaction to enable flexibility and response to changing or new situations:

   • complete communication and information infrastructure

2) Plan administrative and facilities services to be more responsive and available to meet campus/site instruction and student services needs from maintenance and modernization of facilities to the development of human resources.

PROFESSIONAL & STAFF DEVELOPMENT

(Two (2) breakout sessions, two (2) reports)

1) Vision statement:

   • Professional & personal development opportunities are essential for ALL SDCCD employees to fulfill the mission of the District.

2) Reorganize and develop a co-ordinated plan for San Diego:

   a) commitment or reallocation of resources
   b) staff development to foster attitudinal change
   c) innovative activities
   d) staff development for integrating multi-cultural activities into the classroom & attitudinal change.

San Diego Community College District

DISTRICTWIDE CONFERENCE, AUGUST 18

BREAKOUT SESSIONS - FACILITATOR ASSIGNMENTS

CURRICULUM	INSTRUCTIONAL DELIVERY SYSTEMS	COMMUNICATIONS AMONG FACULTY, STAFF, ADMINISTRATORS AND BOARD OF TRUSTEES	STUDENT SERVICES	ADMINISTRATIVE SUPPORT SERVICES AND PHYSICAL ENVIRONMENT	PROFESSIONAL AND STAFF DEVELOPMENT
4 TABLES	2 TABLES	6 TABLES	4 TABLES	2 TABLES	2 TABLES
Berta Cuaron Jerry Hunter Cassie Morton/ Catherine Stoll Wayman Johnson/ Marcy Schroeder	Allen Brooks/ Herald Kane Jim Smith/ Sam San Miguel	Constance Carroll Robin Carvajal Pat McCree Louis Murillo Damon Schamu Linda Scott	John Baker Mary Lou Locke Mary Lewis/ Rick Cassar Lynn Neault	Wayne Murphy/ John Schlegel Cheryl Witt	Chuck Cooper/ Leann Howard Joaquin Hernandez/ Rod Smith

8/8/95

PREPARING FOR THE 21ST CENTURY
DISTRICTWIDE PLANNING CONFERENCE
AUGUST 18, 1995

BREAKOUT SESSIONS

CURRICULUM

Group I

Members of Curriculum Breakout Session:
Scopinich, Quon, Benzwi, Lee, F., Baca-McGee, Long, Bollinger, Morton, Stoll

EXPECTATIONS

*Future of academics and vocational education.

Vision
*Explore past and present; present to future.
Define future and articulate.

Explore:
How to allow for differences and diversity and work as a group.

Identify: How do we improve cumbersome systems.
Blocks to completion.

Discuss new model.

1) How do we get on with integrating academic and vocational curriculum.

2) How do we get academic faculty to make their curriculum move applied and workplace orientated.

SCANS

3) Implementing Tech Prep curriculum for adults.

* How do we do it? How long will it take? District committee?
Study internal/external needs

* Implement Tech Prep curriculum

Teacher roles
Counselor roles

Articulation between college and Continuing Ed.

CURRICULUM (Continued)
Group I (Continued)

* District-wide approach to curriculum - no bog down in process; think beyond own site.

2 balances

curriculum/program
share resources/study

> No internal competition.
> Identify things we need to do.

Program selection districtwide. (What are we going to teach?)

INVEST

Address transfer and retention rates and 2+2+2+2

Curriculum barriers/design and scheduling

*To gather curriculum development ideas.

program units
time issues

*Collaborate with high school, Continuing Education, colleges.

ASSESSMENT OF STUDENTS

Accountability
Students' opinion
*Employer needs
Multi-culturalism (cultural sensitivity)

Review industry

Advisory communication process and structure and participation

Needs of non-native speakers

PROBLEMS

1. Pluralistic ethnicism versus multiculturalism

2. Bog down/internal system

Lack of identification and remediation of problems and blocks to implementation

CURRICULUM (Continued)
Group I (Continued)

3. Mutual respect between credit and noncredit

- Differences in student preparation
- Segregation of academic and occupational resources
- Insufficient interaction/cooperation, internal/external
- Unclear achievement methods/criteria
- Understand the technology
  Don't teach subject, teach the student
- Flex days
- Job site visits
  Job shadowing
- District cooperation efforts
  No blame - act as unified whole
  No demonizing
- Compliance with regulations
- Eliminate duplication of courses
  Change from group "thing" to district thing.

INTERNAL JOB SHADOWING

- Break down internal barriers
- Integrate academics/vocational efficiency
- Change vision by teaching new vision

1) Develop a districtwide orientation to the vision for the implementation of curriculum.

   a) shared resources

2) Emphasize collaboration and communication

   b) in curriculum development and revision
   c) identify and eliminate obstacles to curriculum development and concurrence
   d) "identity in difference; unity within diversity"

II STAFF DEVELOPMENT

Comprehensive staff development
Faculty understanding of employer needs
Teaching the districtwide vision which will include (internal/external)

- Job shadowing leading to curriculum integration and SCANS infusion
- Our mission which includes Title 5 regulations

CURRICULUM (Continued)
Group II

CHANGE FACTORS

1) State Regulations Example: Pre-requisite validation
2) Increased emphasis on articulation
3) Streamline traditional curriculum
4) Expanding curriculum to meet the needs of our district population (multicultural, business, vocational, professional)
5) Influence of technological changes and cost
6) Increased responsiveness to limited English-speaking students (referring students to native language texts)
7) More communication to understand priorities
8) Diminishing resources

RECOMMENDATIONS TO RESPOND

1) Simplify the district curriculum process for a quicker response to changes. (Takes one year to start a new course.)
2) Train faculty in new technology (in service time and funding).
3) Making curriculum relevant to current job market.
4) Facilitate change environment (put your money where your mouth is).
5) Expand the scope and understanding of diversity among faculty (expanded staff development programs).
6) Reassert support for universal access.
7) Listen and react to business recommendations and university recommendations.
8) Add tracts for students (example: foreign languages for business opportunities).
9) Closer contacts with the business community (different types of businesses).
10) Improved articulation with high schools.
11) Respond to community, real community (students and business) needs; clarify buzz words.
12) Improved communication with alumni.

CURRICULUM (Continued)
Group III

- Expectations
- Title 5 compliance
- Redesign catalog
- Curriculum progress integrity
- Honesty in advertising
- Clean up fonts/format
- User friendly
- Buy in for change - total District
- Remove barriers (AA December transfer)
- Curriculum that articulates
- Trim/remove upper division courses
- follow through stat
- Pro-active process in District timeline and implementation
- Resources
- Tracking
- Degree options to remove barriers
- District commitment to Title V compliance
- Course repeatability
- Course duplication/content
- Expediting curriculum change process
- Prerequisite validation
- Curriculum that represents industry standards
- Automatic deactivation of inactive courses
- Frequent university/community college faculty curriculum interchange
- Continued assessment of community educational needs
- Flexibility to change (responsiveness)
- Ongoing evaluation of curriculum
- Frequent faculty interchange within department
- Accountability factor
- Evaluation of course levels
- Awareness
- Faculty/District commitment
- Program review process

TWO MOST IMPORTANT CHANGES IN NEXT FIVE (5) YEARS

1) Curriculum within the year realize a proactive District supported effort to bring about curriculum reconfiguration (prep for transfer, job readiness, removal of barriers and articulation) so as to be in compliance with mandated state standards regarding curriculum program.

2) Courses within the next two years realize a proactive District supported effort to solve curriculum problems regarding repeatability, duplication and prerequisite validation.

BEST COPY AVAILABLE

CURRICULUM (Continued)
Group IV

Multi-cultural content across the curriculum.

1) Transfer to four-year.
Prepare students with skills for employment.

2) Insure transfer value of the programs.

3) Emphasize student commitment?

4) Curriculum that reflects global issues and concerns (peacetime economy).

5) High school to community college articulation and credit.

6) Reflects partnerships with community resources.

7) Curriculum management system must be developed.

8) Degree & certificate programs that better prepare students for the "growing" future job market.

9) Educate faculty to the articulation process.

10) Applied academics integration with Voc. Ed. cross disciplinary.

11) Cooperation and communication with more emphasis on integrated learning.

12) Critical thinking as basic education.

13) Eliminate all barriers to students progress toward their educational goals.

14) Strengthen the role of the arts. (Attend funds, resources)

15) Greater emphasis on human values with an appreciation of cultural differences.

16) Curriculum should be designed to address the multiple learning styles of the students.

17) Base curriculum balance decisions on research and planning.

18) Development of curriculum must have a sense of urgency and continuously updated (dynamic).

19) Prerequisites, corequisites and equibalance must be identified and validated.

20) Promote the intrinsic values of the AA degree.

CURRICULUM (Continued)
Group IV (Continued)

SUMMARY OF GROUP IV

- Transfer (1, 2, 5, 9, 12, and 16)
- Employment (1, 6, 8, 10, 12, 16, and 20)
- Multi-cultural cross discipline (4, 11, 12, 14, 15, and 16)
- Curriculum management system (7, 18, and 19)

CURRICULUM
Group V

1) Moving curriculum through process faster.

Process curriculum faster:

a) Electronic or paper tracking system to move faster.
b) Time limits across the steps - develop timeframe of curriculum committee members.
c) Mandatory training.
d) Clarify process (all levels - campus and district).
e) Access to technology with online capacity with/for curriculum curriculum including boiler plate for routine portion of curriculum.

2) Find a way to stay abreast of community needs.

Identification of community, business and industry needs, present and future, through research and communication to the colleges.

a) Strengthen advisory boards and campus involvement.
b) More on-campus participation of business and industry in all disciplines.
c) Implement/create advisory boards for non-occupational disciplines, meetings with other colleges, i.e, English and history such as: high school, community colleges, four-year university and industry.
d) Departments identify curriculum liaison. Educational incentives and District resources to facilitate faculty visits to business and industry to fuse workplace compliance and skills into curriculum.
f) Validation of curriculum and continued evaluation.

3) Communication of future needs through research to campus.
More involvement in curriculum on campus.

a) Flex days.
b) Communicating to faculty such as: school-level session on curriculum (brainstorming) including curriculum resource.

4) Involve more of college community in the curriculum process and understanding its importance.

CURRICULUM (Continued)
Group VI

5) Working more closely with advisory board and expanding to academic areas.

6) Ways to align curriculum with industry needs (certification).

7) Integration of curriculum.

   a) The integration of vocational and non-vocational.
   b) Programs, courses and/or components of steering committee series of workshops.
   c) Create models to take back to disciplines (faculty initiated).
   d) Identify resources, incentives.
   g) Curriculum consultant at colleges and district.
   h) Better communication between curriculum committees through district meetings of curriculum chairs.
   I) Involvement of counselors in curriculum process and articulation officers.

How to implement.

1) Using Humanities Institute as a model for the structure of a steering committee (i.e., stipends, proposal develop).

2) AB 1725 faculty development.

3) VATEA funds.

4) School to Career.

5) Grants.

PREPARING FOR THE 21ST CENTURY
DISTRICTWIDE PLANNING CONFERENCE
AUGUST 18, 1995

BREAKOUT SESSION

INSTRUCTIONAL DELIVERY SYSTEMS

Group I

San Miguel/Smith

TWO KEY CONCEPTS

1) Examine educational mission of the District with respect to whether or not we use resources effectively; build on successes; revise/abandon ineffective ones.

2) Delivery systems must meet the educational needs of the end user without limitations of time, place and pace.

- "Don't fence me in"
  Use innovation continuously in terms of: audience, staff, methods.
- Emphasis on the idea of literacy
- Review and change budget priorities. Do not rely primarily on traditional sources.
- The human touch/"SCANS" curriculum
- Distance learning using traditional and non-traditional methods
  Extend knowledge
  Control versus sharing
- Be cognizant of class size related to specific instructional goal.
- Review change method of determining curriculum choice.
- Know your competition (could be another public entity).
- Customer comes first
  Quality is key
- Correspondence method for providing education
  Examples: Cable TV, Satellite, Internet
- External forces are influencing our choices.
- Learner is the focal point
- Learning by doing - hands on
- Need to engage in partnerships with:
  - Private sector
  - Other educational system we feed into
  - Community
    -Local
    -Global
- Good evaluations/feed back system, accountability
- School without walls
- Learning access system
- Incorporate remote access
- Broaden our definition of our audience
  Examples: Age, Geographical location, time
- Create independent learner.

INSTRUCTIONAL DELIVERY SYSTEMS (Continued)
Group I (Continued)

- Review our current methods of delivery.
  Example: Traditional face to face format
- Open entry
  Multi-level
  Self paced
- Instructional support facilities (library/Independent Learning Center)
  Should be integrated with instructional program
- Ask our students
  "What are <u>your</u> needs?"
  Find out: Who the students are?
  Are needs being met?
- Changes in regulations
- Must accept that change is eternal
- Change is an evolutionary process.

- Legislature needs to look at what they pay for.
- What media is best to provide/convey specific messages
- Be competitive with private sector to retain client population
- Whether or not we are using our resources effectively today
  Build on the successes
  Revise/abandon ineffective ones
- Prerequisites need to be considered? More? Less? Any?
- Emphasis- What we can do best.
  Delivery systems will follow.
- Qualified staff
- Review and change the bargaining agreements
  Example: Ratio of contract - noncontract

INSTRUCTIONAL DELIVERY SYSTEMS (Continued)
Group II

INCENTIVE/MOTIVATIONAL STRATEGIES FOR STUDENTS/FACULTY

> Districtwide Basic Skills Network
  Student - Faculty

> Partnerships with Workplace and Other Institutions

> Insuring balance between technology and human interactivity

Instructional Delivery Systems

Group II
Dr. Allen Brooks & Harold Kane

1) Lecture
2) Lab
3) Discussion
4) Correspondence
5) Video Cassette
6) Audio Cassette
7) Apprenticeship
8) Internet
9) Computers
10) Network
11) Newspapers
12) Libraries
13) Video Conferencing
14) Television
    A) Cable
    B) Broadcast
15) Instructional Television
    Fixed Systems (ITFS-Microwave)
16) Satellite
17) Seminars/Conferences
18) Field Trips

Instructional Delivery Systems
(Continued)

Group II
Dr. Allen Brooks & Harold Kane

1) Learner is focal point.
2) Restrictions/Constraints
   A) Time
      1. Childcare
      2. Employment
   B) Physical access
      1. e.g. seat-time
   C) Pace of learning
      1. evaluatory consequences
   D) Modalities
   E) Financial considerations
   F) Support Groups
   G) Curricula restraints
3) Perceived dichotomy between technology and humanism.

Instructional Delivery Systems
(Continued)

Group II
Dr. Allen Brooks & Harold Kane

Two important changes that must occur within the next 5 years.

1) Staff development (education, training, etc, in all possible IDS.)

2) Reduce restrictions A, B, C;
   - District use all possible IDS to reduce restriction
   -

Instructional Delivery Systems
(Continued)

Group II
Dr. Allen Brooks & Harold Kane

Two changes that must occur within the next 5 years.

1) Reduce barriers to the learner by providing greater access with regard to physical access, time constraints, and style/place of learning; therefore, provide learner with varied modalities of instruction, e.g. lecture-lab; electronic-based (wired & wireless); print media; work experience; etc.

2) Develop a cooperative approach to intellectual property.

BREAKOUT SESSIONS: REDESIGNING THE DISTRICT TO BE RESPONSIVE AND COMPETITIVE IN THE 21ST CENTURY

COMMUNICATIONS (Six breakout sessions, six reports)
(Group I)

1. Poor - Needs Improvement - Uneven

- Learn ideas
- Identify successful models
- Successful techniques
- Problem of fragmentation (District & Sites)
- Volume of paperwork--information, not communication--how to distinguish
- Reasons for decisions
- Budget development information
- Barriers
    - Technology
    - State, etc.

2. Fragmentation
Throughout:

- Isolated segments at colleges have never encountered other sites--out of contact/out of touch
- Need more opportunities like this
- Cross-segmental interaction (especially Continuing Education where so many adjunct)
    - Non credit
    - Voc Ed/Academic
    - Contract faculty
    - Adjunct
    - Unions
- Impact of shrinking resources
- Classified - feel "second class"
- Public image/communication
    - Passing the buck
    - Cross-training needed
    - Take Responsibility
    - Loss of "memory"
    - Feeling of expendability
    - Board communications - uneven (unions) Docket not available--Role unclear--others should communicate with Board

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BREAKOUT SESSIONS--Communication

3. Techniques & Methods

- Newsletters - Communicator (include docket, more journalistic)
- WE - quarterly (need third, more regular publication)--Pro's/Con's of information--input from all sites
- Campus highlights
- Broadcasts - Voice mail, E-mail
  - E-Mail is main decision/info. vehicle. All need to have capability/home access.
  - Voice Mail - uneven, needs technical adjustments

4. Protocols/Characteristics

- Publications - factual, unbiased, pro's and con's
- E-Mail - For brief communication, blocked access, preserve channels
- Voice Mail-- problems/prevention of litigation

5. Chain of Command for Communications

- Decisions
- Problems

6. Methods/Changes

- Electronic
  - Everyone on E-Mail (establish protocols)
  - Employee suggestion/reward programs
  - Improve communication with public
  - Enhance features of voice mail (correct problems)
  - Adopt publication strategies
    - Communicator - include docket for next meeting--(E-Mail/pro's and con's)
- Publication
  - Districtwide publication--"Issues & Answers"--content/reasons for decisions
  - Districtwide and intersegmental conferences
  - Attitude of respect for all opinions
  - Greater Board visibility and accessibility--understanding of Board's role

BREAKOUT SESSIONS--Communication

(Group II--Generated #3 and #4 on Final Analysis)

Expectations (all female group)

1. That all (staff, faculty, administration and students) work together for the best interest of the students.

2. Learning more about technologies by working together.

3. More changes in views and attitudes.

4. Hoping to get new ideas, sharing ideas, communication.

5. Communicate, network, get information to best serve the students and be resourceful.

6. To find out what direction the District is going, and be part of the changes.

7. See how technology works between District and campus.

8. Public relations needs to be emphasized at all levels.

* * * * *

1. Everyone needs computers with E-mail to communicate effectively.

2. Communication with students' first impressions, courtesy and understanding.

3. Projecting friendliness (a smile).

4. Everyone must realize that communication affects everyone at all levels.

5. Consistency of communication.

6. Be more customer service oriented--without the students, we have no job.

7. Interact with others in the office to assist whenever needed.

8. See a happy/healthy employee--positive attitudes need to be stressed.

9. Validation of the individual (employee)/caring.

BREAKOUT SESSIONS--Communication

10. Communication between offices. Use WE to highlight offices and job duties.

11. Match faces with names.

12. Communicate when one is connected to E-mail, more workshops as technology grows within the District.

13. Campus directory of duties and people responsible.

14. Understanding of what is expected of us in a positive manner, open-door policy.

15. We are all resources for each other.

16. Be more informative to each other.

17. Mini workshops for inter/intra campus understanding of job duties.

18. District recognition for employee of the month (all campuses).

19. & 20. Develop a student handbook for distribution on campus. A who's who for each work site, be on line so anyone can get information.

21. Assume responsibility for stepping outside your area.

22. Information by phone for staff/students to access services.

23. Team (equal) attitude toward each other.

24. Practice what we preach, set the example. The District needs to realize communication is not just words.

25. Stop and think.

26. Update staff on changes (all individuals), everyone needs to know.

27. Orientation to job to reduce frustration. Steps to processing.

28. Simplify information regarding procedures, enrollment check list, enlarge type font in schedule.

29. Streamline information.

30. Set goals, desk manuals.

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BREAKOUT SESSIONS--Communication

FINAL ANALYSIS:

1. Everyone must have access to training on a network computer including E-mail; periodic upgrades and training must be factored in.

2. Under the umbrella of the District, all employment levels at all sites should practice consistent, positive, and productive relations--inclusive of verbal, written, and electronic communication to encourage a healthy and motivated learning and working environment, with specific emphasis on students.

BREAKOUT SESSIONS--Communication

(Group III--Generated #5 and #6 on Final Analysis)

Expectations

1. To improve communications system--all segments.

2. To remove that feeling of "isolation."

3. To identify better ways of communicating to administrators. "They"--a more direct link between faculty and administration--a clearer method.

4. To expand communication linkages of CAC beyond administration and Board to include students, faculty, and staff.

5. To expand the involvement of faculty in "off campus groups such as Chancellor's Cabinet, etc. (Decision-making groups).

6. To improve communication linkages at all levels through the use of E-mail and other forms of technology. Also, more traditional forms of communications, i.e., mail boxes.

7. To acknowledge that we are "all" part of the same family and to down-play the status politics of positions/titles.

8. To eliminate intimidation, games, etc. in communications in the SDCCD. To acknowledge the talent and contribution of all employees regardless of "position." Create an arena where opinions, views, suggestions can be expressed.

9. To create a communications system that contributes to effective decision-making, i.e., making decisions for the right reasons rather than for personal reasons to improve the integrity of decision-making.

10. To create a communications system that not only informs, but also includes accountability of effort (responsibility) for all constituent groups to make it work.

IDEAS/RECOMMENDATIONS

1. Create a "forum" - a District-wide meeting - open to all - when major issues and decisions are being addressed. Explore other types of communications to get to the same end result - involvement.

2. We need E-mail. Perhaps a District bulletin board.

BREAKOUT SESSIONS--Communication

3. Use outside facilitators from time to time to address District problems/issues. To enhance an objective perspective for problem solving, i.e., C.A.C. use.

4. To create a communications pathway throughout the District that permits open communications. Separate these pathways (perhaps) on policy-related decisions and that which is merely informational.

5. To create an electronic "data base" for all District decisions, regulations, shared governance minutes, recommendations, and grant opportunities.

6. Leaders and others need to be trained on better understanding communication skills, problem solving skills (include Myers-Briggs analysis).

7. Increase "social time" throughout the District to get better acquainted with one another. (Retreat, boat dance, etc.) Perhaps start small and expand later. (Focus Groups)

8. Let's solve our electronic communications system to form the basis for more open communications.

9. Implement a truly "open door" policy for communications. (For all.)

10. That there be more face-to-face communication, site visits to facilitate information sharing.

11. Let's make a serious effort to simplify things.

12. Any communications system should include not having to fear reprisals or intimidation.

FINAL ANALYSIS:

1. Better system for wider distribution of information between and among all sites that includes:

   - E-mail, forums, newsletters, etc.
   - Internet
   - Data base
   - Interactive bulletin board (list servers)

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BREAKOUT SESSIONS--Communication

2. To adopt a District-wide communications philosophy with the following components:

- Based on an open door system
- On-going communications training at all levels with no reprisals or intimidation that encourages more personal contact and interaction.

BREAKOUT SESSIONS--Communication

(Group IV--Generated #9 and #10 on Final Analysis)
Facilitator: Robin Carvajal

"What are the most important changes that must occur in the next five years in the area of communications?"

Expectations

- Faculty/Staff Roles Cross Communicating
- Process Protocols/Communication Order Standards
- Tech Use--Broader Use
- Learn/Teach/Serve
- College/Cont. Ed Faculty Counselors

GOALS:

- Think about changes
- Gather ideas/directions for SDCCD
- Summarize two most important ideas
- Right information to the right people
- Right communications medium
- Accessibility/Technology--specific target audiences
- Minimize the paper
- Communication on demand
- Right resources/directory
- Which system (part of) will serve the broadest base?
- Info Center -
- Broader Base of Info to our employees
- Human Interaction
- Improved equipment for the offices
- Supporting info/training
- Support to get the students
- Staff Allocations/Classified
- Voice mail stations
- E-mail stations
- Multiple use equipment
- Schedule training
- Emergency messages
- Student privacy
- Kiosks--multi-lingual screen access
- Tech to Tech access
- Recycling/Upgrading with existing equipment
- Employee orientation
- Employee info. update annual
- Expand to hourly
    - Adjunct

BREAKOUT SESSIONS--Communication

- Distribution of information from Chancellor
- Tech vs. paper
- Multiple systems
- Accuracy/timeliness of information
- Human/technology
- Students/District priorities
- Internal communications
    - Message
    - Medium
    - Audience
- Information Center (Electronic)
- Internal/External
    - Personnel/training
        - Equipment
        - Technology
    - Info. mapping
        - Knowledge base
        - Resident knowledge
    - Internal Communication
        - Improve communication by expanding access to technology, training, equipment
- Define information to be communicated and to whom it should be communicated

FINAL ANALYSIS:

1. Information mapping
    - Define information that needs to be communicated
    - To whom and from whom
    - Human--technology

2. Improve communication by expanding access through technology, equipment, and mandatory training.

DISTRICTWIDE PLANNING CONFERENCE

BREAKOUT SESSION;

COMMUNICATIONS

FACILITATOR: DAMON SCHAMU

EXPECTATIONS:

- Eliminate filters in communication
- Have fun
- Shake things up
- Alternate methods of communication (accurate, effective)
- Inc. awareness of communication
- More interaction (language barriers)
- More communication to Continuing Ed
- More faculty involvement in two-way communication
- Knowledge of computer/technology
- Opportunity to brainstorm
- Listen
- Enhance informal communication between faculty and administration/Board

GOALS OF BREAKOUT SESSION:

1. To engage employees in thinking about changes affecting community colleges.
2. To gather ideas and possible directions about the future of the SDCCD in the area of communications
3. To summarize our discussion by reporting to the conference on the one or two most important ideas

FACILITATOR ROLE:

- To keep group on task
- To monitor the time
- To help the group accomplish its goals

COMMUNICATIONS
DAMON SCHAMU

MOST IMPORTANT CHANGES THAT MUST OCCUR IN NEXT 5 YEARS IN AREA OF COMMUNICATION:

- Each department provided with computer/fax/modem
- Access to EMail for all employees, with student access
- EMail address in phone book
- No screening of EMail
- Attitudinal changes
  - improved bottom-up communications
  - improved top-down communications
  - open forums with Chancellor
  - yearly leadership direction meetings/presentations to rank and file

** **Team approach (empower all employees)**
  - differences of opinion are encouraged.
  - more computers as tools to do job.

** **Awareness of "big picture" - break down turf issues**
  - establishment of employee orientation training
  - inc. interaction between/among employee groups
  - robust network for Email/communication
  - change organizational structure - spec. empower department chair
  - establish quality circles
  - diversity training - Districtwide commitment
  - More social functions
  - Client/customer service training
  - Feedback/close the loop
  - info/reasons for decisions, back to rank and file - RESPONSE

COMMUNICATIONS
DAMON SCHAMU

MOST IMPORTANT CHANGES THAT MUST OCCUR (CONTINUED)

- Increased communication w/outside business
  - as experts/consultants
  - to review decisions

- Use technology to replace some of the hard copy communication

- Review role/function of councils, committees - Empower them to make decisions

1. Provide and receive information directly (technology, etc.)

2. Open door policy - 2 hour access/wk

Empower employees
Direct dealing with people that can solve problem

ATTITUDINAL CHANGES

- Training (employee orientation, supervisory skills, diversity, team building, customer/client service, entreprenurial spirit)
- Empower employees (open forums w/Chancellor, Presidents, all administrators; yearly leadership goals meetings; quality circles; direct communication with minimum of filters; "big picture")
- Accept use of outside experts
- Review of organizational structure, councils, committees; review of major business decisions)
- feedback on decisions (reasons, why?, top-down & bottom-up)
- inc. comfort level w/fellow employees (difference of opinion is encouraged), socialization.

TECHNOLOGICAL CHANGES

- Substantial budget allocation for a robust network and more technology as tools (computer/fax/modem each department
- Access to EMail, electronic vs hard copy, fax
- Adequate staff support for training and troubleshooting
- Student access to EMail/network
- EMail address in phone book, or phone book in EMail

DISTRICTWIDE PLANNING CONFERENCE

BREAKOUT SESSION

COMMUNICATIONS
FACILITATOR: LINDA SCOTT

EXPECTATIONS

HONESTY ABOUT THIS PROCESS

IDENTIFY COMPONENTS OF A HIGHLY EFFECTIVE COMMUNICATION PROCESS

INTERESTED IN FOLLOW THROUGH

IDEAS ON HOW TO CLOSE THE GAP[

SUCCESS OF A WORKING RELATIONSHIP

GETTING IDEAS ABOUT EFFECTIVE COMMUNICATIONS IN ALL PARTS OF THE DISTRICT

GET IDEAS ON HOW TO IMPROVE COMMUNICATIONS

WHAT CONSTITUTES APPROPRIATE COMMUNICATIONS AND WHAT TECHNOLOGY SHOULD BE RELY UPON.

WHAT VEHICLES OF COMMUNICATION CAN TIE STAFF, FACULTY, ADMINISTRATION AND STUDENT COMMUNITY TOGETHER

HOW TO INVOLVE FACULTY AND STUDENTS IN DECISION MAKING

WHAT ARE MOST IMPORTANT CHANGES IN AREA OF COMMUNICATION?

1. All levels must be more approachable and more available.

2. Establish a joint communications clearing house from all levels with a publication of results as a joint communications group.

3. Explore the model of the Voc Ed advisory group and expand its participation.

4. Eliminate the gap between the students and administration/trustees. Students want to feel less isolated. Be more welcoming and student oriented.

5. More involvement of impacted personnel in decision-making.

6. Increase budget for technology in response to our strategic plan:
   - EMail for all chairs and key line people, faculty & students.
   - Internet for all employees & students.

COMMUNICATIONS
FACILITATOR: LINDA SCOTT

IMPORTANT CHANGES (continued)

7. Increase opportunities for training, education and attitude shift toward increasing and improving communication through technology.
- Improve non-technical communications opportunities.

8. Establish a mechanism to better inform the Board of our collaborative accomplishments.

9. Give equal weight to all communications from District and community participants and continue to follow through as if each were a significant leader.

10. Establish physicality to the communication process. Establish communication directors as needed on each campus. Be personal in their contacts.

11. Set up one Board meeting per month to listen to input from faculty, students.

12. Set up a structure/process that involves students/faculty in the decision-making process.

13. Re-establish a suggestion box on each campus - develop a feed-back mechanism to get suggestions out of the "black hole".

14. Bring back the election process for student trustees to the campus level.

15. Re-connect the student trustee representative to students on all campuses. Develop close ties so he/she truly represents all students.

16. Re-examine the whole idea of District employee/student communication process and personal responsibility for communication.

17. Establish a wide distribution/dissemination system of minutes/results/proceedings of meetings.

18. Assess internal communications environment, develop an audit, do surveys, 'get the facts first'.

19. In conflict resolution, establish staff development workshops that explore roles and perceptions and feelings in the experience of faculty.

COMMUNICATIONS

FACILITATOR: LINDA SCOTT

IMPORTANT CHANGES (Continued)

20. Hold persons accountable for attendance at meetings and for giving feedback to their constituents.

21. Involve faculty, staff, students in the genesis of setting priorities of the strategic planning process.

22. Enhance volume and quality of our communications to our consumers (the community).

23. Utilize more marketing opportunities, techniques, media to get the word out about what we offer, and invite students and employers to participate in our programs. Set up mechanisms to do this.

24. Staff development needs to include role-playing, role reversals.

25. Explore and enhance the value of communications.,

26. Staff development - make active listening exercise as natural as breathing.

27. Develop slogans - Communication Happens! Let's do it Right!

CATEGORIES OF AGREEMENT:

1. INSTITUTIONALIZE THE INVOLVEMENT OF ALL IMPACTED PERSONNEL AND COMMUNITY MEMBERS IN SETTING PRIORITIES, BY:

   - Assessing, auditing, budgeting for communications problems.
   - Establishing a joint communications clearing house and publishing results.
   - Establishing an on-campus communications director.
   - Establishing a campus suggestion box with a feedback system.

2. DESIGN STAFF DEVELOPMENT WORKSHOPS TO INCLUDE OR DEVELOP SENSITIVITY AND SKILL IN:

   - Being more approachable and more available.
   - Training in active listening.
   - Training in role playing, and role reversal.
   - Learning the Internet, E-Mail and new technologies

DISTRICTWIDE PLANNING CONFERENCE

BREAKOUT SESSION;

STUDENT SERVICES

FACILITATOR; JOHN BAKER

WHAT ARE THE MOST IMPORTANT CHANGES THAT MUST OCCUR IN THE NEXT 5 YEARS IN THE AREA OF STUDENT SERVICES?

EXPECTATIONS (OF WORKSHOP)

NEW IDEAS FOR REGISTRATION

TRANSPORTATION SERVICES-A STUDENT SERVICE

SERVING MORE STUDENTS WITHIN EXISTING RESOURCES

INFORMATION DELIVERY TO STUDENTS

LEARN MORE ABOUT STUDENT SERVICES

BETTER WAYS OF ACCOUNTING FOR ATTENDANCE

LISTEN - RELATIONSHIP BETWEEN STUDENT SERVICES/INSTRUCTORS

APPLICATION OF S.S. TO DISTANCE ED

IDEAS - NEW CHALLENGES

RISK ISSUES FOR STUDENT ACCESS & WHAT

BUILDING A CONCEPT OF DISTANCE FOR EVERYONE

ONGOING STAFF DEVELOPMENT TO HELP US ADDRESS EVOLVING NEEDS, ETC. OF STUDENTS

STUDENT LEADERSHIP EXPAND PLAY IN COLLEGE AMONGST STUDENTS

CHANNELS FOR STUDENTS TO PRESENT NEEDS TO COLLEGE

ESTABLISH BETTER WAYS OF DISTRIBUTING DATA/NEEDS - DOING IT BETTER

BRAINSTORMING

- TRANSPORTATION/PARKING - HOT ISSUE
- VETERANS W/DISABILITIES - BETTER ATTENDANCE
- DEVELOPMENT OF SPACE FOR LEARNING IN A COMMUTER COLLEGE - MOVEMENT OF STUDENTS & STAFF
- BETTER COMMUNICATIONS DOWN LINE OF COMMAND
- FTES - MEET DEADLINES - ROSTERS
- NEED FOR ADMINISTRATIVE EXPANSION
- DISTANCE ED - SUPPORT SERVICES
- **RISK** - WHAT MAKES IT AND HOW DO WE ADDRESS ASSESSMENT METHODS NEED WORK AND IMPROVEMENT
- EMPLOYEE DEMANDS HAVE INCREASED - HOW DO WE OFFER A COLLEGE PROGRAM THAT GETS THE STUDENT READY FOR WORK?
- INNOVATIVE WORK WEEK -
  PUBLIC TRANSPORTATION
- STUDENT SERVICES VIA TECHNOLOGY
- ESTABLISH COLLEGE PRIORITIES
  VISION/ROLE/MISSION - HOW WE FIT IN
- 1 OUT OF 5 CAN'T READ 'COLLEGE'/'SCHOOL' - BUILD A RESPONSE TO THEM
- BUILD A NEIGHBORHOOD
- BUILDING 'CURRENCY'
  I.E. DISTANCE LEARNING
  NEW APPLICATIONS
  PROGRAMS FOR STAFF
- RETAIN/SUSTAIN CURRENCY (RECENCY) OF PROFESSIONAL STAFF
- INSTRUCTION & STUDENT SERVICES
  EXPANDING ROLE BY CLASSROOM, FACULTY IN SUPPORT SERVICES

MEASURABLE OBJECTS.

SHOWCASE RESULTS
RESPONSE TO CSU REMEDIAL SHUTDOWN
FIRST & SECOND YR STUDENTS
REPAIRING STUDENTS (SKILLS)
UNIQUE CULTURE - ENABLING STUDENTS

COMMUNITY PERCEPTION OF US MUST BE CHECKED

ACCESS - SENSITIVE TO PARTICULAR STUDENTS & UNIQUE TREATMENTS

FINANCING MAY CHANGE OUR GOALS

HOW CAN WE DETERMINE WHAT STUDENTS CAN DO FOR THEMSELVES AND BALANCE W/REQ'S FOR SUPPORT?

EXCHANGE PROGRAM PEOPLE TO LEARN OTHER CULTURES/WORK SITES, CHALLENGES OF MY SISTERS AND BROTHERS.

DISTRICT/COLLEGE CONNECTIONS -- MAKE HOUSE CALLS.

MANY LINES OF COMMUNICATIONS THROUGHOUT DISTRICT NEED TO UNTANGLE -
COMMUNICATION BOTH WAYS, UP AND DOWN & OVER.

STUDENT NEEDS ARE CHANGING - CHILDCARE, DEGREES THAT YIELD SOLID SALARY

LEARNING SKILLS THAT WILL ALLOW ME TO BE A SOLID STUDENT

"RECOMMENDATIONS"

1. **COMMUNICATION**

- EMPLOYEE
  DISTRICT --- CAMPUS;
  \ STUDENT /

  DISTANCE ED

- METHODS - NEW STRATEGIES/APPLICATIONS - INNOVATIVE IDEAS

- STUDENT'S NEEDS

  Transfer — **REMEDIAL**
  Adult
  Vocational — KEEPING THE DOOR OPEN
  At Risk

- MEASUREABLE OUTCOMES

- **THE WHOLE STUDENT - ENABLE NOT DISABLE**

- COMMUNITY - PERCEPTION, ROLE OF COMMUNITY COLLEGES

- CAMPUS CULTURE
  - Violence
  - Inclusion of students, "home"
  - Racism

2. **ACCESS (PHYSICAL AND ACADEMIC) AND DELIVERY**

- TRANSPORTATION
  - alternatives
  - services
  - campus safety

- DISTANCE LEARNING

- PRIORITY

  - who we serve
  - services offered

- ROLE OF C.E.

- CHANGING DEMOGRAPHICS
  Response to 4 yr ready students.

- SUPPORT STUDENT NEEDS
  - transfer — Remedial
  - adult
  - vocational — KEEP THE DOOR OPEN
  - at risk

- NEW TECHNOLOGY SERVICES

STUDENT SERVICES

Leaders: Mary Lewis & Larry Brown

EXPECTATIONS Process/Direction

Identify:

1. Resource needs
2. How prioritize needs
3. Plan for teamwork
   - instruction/student services
   - campuses/District office
4. Work together and keep identity (respect uniqueness)
5. Consensus on focus/direction of student services
6. Improved communication (with instruction) (Role of student services)
7. Increase access for adult learners
8. Make campus user friendly
   - during change
   - under technology
9. Fully utilize technology to improve efficiency and train staff to use power of tools

Changes - that need to occur in Student Services

1. Utilize technology to improve communication - e-mail; smart classroom
   (Course syllabus on-line) (use existing resources fully)
2. Communicate role of student services by involving instructors in planning for change
3. Increased staff training to use power of the tools and maximize efficiency and build for future (on-going training) (managing information - e-mail, voice mail, in-box, etc.)
4. Focus on teamwork and cooperation within District
   (Instruction & Student Services)
   (Campuses and District)
   (Campus to Campus)
   (Student Services Departments)
   - train for team-building skills
   - involve front line staff as resources for problem solving and decision-making
   - collaboration to leverage funds and eliminate duplication

5. New approaches to addressing
   diverse student needs
   (students as resource)
   (bring human part back into S.S.)
   (career planning for changing workplace)
   (violent student)

6. System to ID changing student needs
   - biannually?
   -external environment (programs offered)

Ideas:

1. Continue and hold additional planning conferences on regular basis
2. Smart classroom
   (Technology applications for attendance/recordkeeping and learning)
   (Instructor access to ISIS)
   (Course syllabus on-line)
3. Electronic Information Kiosks
4. Early information to student

Enhance the use of existing technology and newer technologies as they emerge

PRESENT

E-mail, Internet
Invest
Instructor access to ISIS
Staff training to use the power of the tools
Voice Mail

FUTURE

Smart classroom
Syllabus on line
Electronic info kiosk
Staff training to use the power of the tools

FOCUS ON COMMUNICATION AND TEAMWORK WITHIN DISTRICT

Instruction & Student Services
Campuses & District
Campus to Campus
with
Student Services Departments

Systematic identification of student needs. Develop new approaches to address diverse student needs.

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STUDENT SERVICES (Mary Lou Locke)

"Brainstorm"

1. Increased communication with students of available programs & how to access them.
2. A comprehensive student manual distributed every semester.
3. An improved registration process.
4. A comprehensive an meaningful orientation including a welcome by faculty

"What is Student Services?"

1. Programs concerned with recruitment, retention, and support of student outside of the classroom.

"Expectations"

1. Streamline student services in continuing education
2. Move ahead to future using technology
3. Integration and access for students with disabilities
4. Campuses working together
5. Long-range plan
6. Concrete results
7. Support students in concrete ways
8. Maintain access for students
9. Provide for diversity
10. Arrive at something meaningful
11. Accountability for student services
12. Creative solutions to problems in student services
13. Campus climate
14. Process for communicating to students
15. More communication and share problems
16. Better student services with small infrastructure.
17. Increased community.
18. Increased shared governance.

"Suggestions"

1. Better community climate
2. Empower students
3. Comprehensive information system/communication
4. Improved access
5. Strong leadership in shared governance; student government
6. Updating & streamline registration process
7. Stronger orientation program
8. Better technological support

(numbering started again)

5. A comprehensive technology plan.

6. Increased role of students in shared governance ans campus involvement
7. An increase role in addressing diversity
8. Improving communication about educational plans by counseling.,
9. Better acquisition of resources to become up to date in physical resources.
10. A solid orientation process that included the various departments and administrators.
11. A student center for clubs, concerts, offices, recreational activities.
12. A way to empower students in relation to academic and outside environment.
13. Informational sign or marque for campus activities.
14. Interactive computer for information interchange.
15. Better use of faculty communication with student services.
16. More training opportunities for student services personnel.
17. More financial aid programs for students,.
18. An improved campus climate as a driving force in decision making.
19. An effective relationship with the business community for scholarship and recruitment.
20. An electronic bulletin board and informational TV monitors.
21. An improved student warning system for academic trouble.
22 complete access to latest technology
23. An introductory video for student orientation.
24. Easier access and availability to counseling department.
25. Follow up by counseling and student services to determine obstacles to education
26. Better financial support of students and activities.
27. Strong student leadership program
28. Comprehensive and integrated retention program.
29. A better process for using retention and accountability data to drive programs.
30. Using the faculty as a direct connection to students. Providing faculty with tools of student counseling.
31. Stronger tie to industry; being representatives to campus as guest speakers.
32. Miramar - ATM, Health services, Central bulletin board
33. More staff/counselors
34. Improving instructional delivery
35. Independent instructor evaluation manuals for students.
36. Peer counseling program.
37. Touch screen information kiosks.
38. A solid student follow up program
39. An electronic photo id card for multi department use.
40. Use the talent of the diverse community for on campus activities.
41. Greater faculty involvement in follow up.
42. Better adjunct involvement in campus information/activities.
43. Recognition for student excellence.
44. A better add/drop process to improve ability of students to enroll in desired course.
45. Better child care facilities.
46. Identify special time needs and incorporate into scheduled classes.
47. Convenient, accessible parking.

"Most Important"

1. Comprehensive, student friendly communications information system

- Student handbook - free, fun, user friendly
- Orientation - video, marque
- Counselors & Faculty - role in classroom, role in student services
- Kiosks - electronic
- Technological - state of art
  - E-mail
  - Touch screen
  - networked
- Improve community (#4)
- Improve access (#6)
- Improved access to college
  - better sense of community
  - shared governance
  - financial aid
  - greater access to counseling programs
  - supported student leadership program
  - student center
- Improve access to programs & services
  - Increase sources of financial aid/scholarship
  - improve access to counseling
  - increased staff to improve staff to student ratio
  - better training of staff
  - student center
  - peer counseling
  - improved campus climate
  - use of community resources
  - support student government

STUDENT SERVICES - Lynn Ceresino Neault

EXPECTATIONS

1. Bringing it all together
2. Identify/needs student services concerns
3. Change in population
4. Small changes/large changes
5. Facilities/resources
6. Redeployment of resources
7. Bridge between student services/instructional services
8. Relating student services to other areas

CHANGES

1. Develop a mechanism on campus for orderly referral of student complaints and concerns

   - ✓ In-service/staff development
   - ✓ Identification of chain of command
   - ✓ Develop written materials information regarding concerns
   - ✓ Incorporate information in orientation of students
   - ✓ Supporting line staff
   - ✓ Identify student responsibilities & inform students
   - ✓ Name badges
   - ✓ Monitoring types of complaints & evaluating for determine action plan
   - ✓ In service student leadership
   - ✓ Consistency/universality balance with campuses
   - ✓ Suggestions/comments boxes
   - ✓ Annual student services satisfaction survey

2. Student Services Handbooks
   - ✓ Electronic handbook (Kiosks(
   - ✓ Referral page - Internet/World Wide Web
   - ✓ Voice response unit for information line

3. Improve Telecommunication System
   - ✓ Student/customer services phones

4. Increase Student Services
   - ✓ Mandatory ID cards with expansion of services
   - ✓ Psychological counseling
   - ✓ Legal referral
   - ✓ Student union
   - ✓ Family planning
   - ✓ "General" assistance

5. Districtwide Assessment of Student Services Staffing Levels
   - ✓ Determine needs
   - ✓ Redeployment of resources
   - ✓ Legislative impact
   - ✓ Annual staffing survey

6. Bring Classroom to Students Due to Limited Physical Plant

7. Decrease Paper and Labor Intensity
   - ✓ Creative solutions
   - ✓ Eliminate "overkill" of paper

8. Mandatory Education Plans for <u>All</u> Students
   - ✓ Decrease problems
   - ✓ Increase focus
   - ✓ Electronic process

9. Publicizing Our "Successes"
   - ✓ Indicators
   - ✓ A lot already collected
   - ✓ Establishing a baseline
   - ✓ Student stories

10. Incorporating Research and Evaluation into Program Development and Planning Efforts
    - ✓ How do we know what we are doing is working

PREPARING FOR THE 21ST CENTURY
AUGUST 18, 1995
BREAKOUT SESSION

ADMINISTRATIVE SUPPORT SERVICES AND PHYSICAL ENVIRONMENT

1) Getting administration involved in planning stage.

2) Priority in safety items on campus needs.

3) Modernize buildings (lighting, air conditioning, etc.)

4) Obtain feedback from students.

5) Improve communications from administrators to faculty?
Staff: Tell us why.

6) Obtain feedback from faculty.

7) Coordinate aesthetics, including grounds and facilities.

8) Ensure communication between District offices and campuses: dialogue.

9) Backbone (cabling/wiring), communications server rooms equipment.

10) Assure safe and secure environment.

11) Clarify administrative role.

12) Annual meeting between district and unions and academic senates to explore complaints against employees.

13) Top down plan from District and campuses on priority of projects.

14) Sam, Catherine, Lynn and Wayne locked together to assure that administrative systems communicate effectively and transport to campuses.

15) Systematic process for ongoing line staff > staff and staff > line communication.

16) Administrative leadership in obtaining lead time from financial (funding) sources.

17) Administrative internships for faculty to work in District Office.

18) Make information more accessible (export the City College DSS to other sites).

19) Districtwide landscaping master plan.

ADMINISTRATIVE SUPPORT SERVICES AND PHYSICAL ENVIRONMENT (Continued)

20) Include support services (where part of districtwide services) into the campus master planning.

21) As we rebuild budget, put more money into maintenance.

22) Clarify middle managers role in attaining District's Master Plan.

23) Study of safety needs of employees (including bomb threats).

24) Give responsibility for facilities back to campuses.

25) Budget for study of the way we do business (District infrastructure - all the way to how we do business).

26) Staff development program (or flex-time) to promote job changes/shadowing between campuses and District Office.

27) Develop summary of the District administrative functions for campus faculty/staff.

28) Review staffing levels.

29) Review possibility of 24-hour computer labs/libraries.

30) When administrative services takes action (e.g. cabeling), there needs to be feedback.

31) Prioritize action items which District is expecting campus to do.

32) Improve facility utilization on campuses (reduce dead times).

33) Develop plan to allow program to drive the budget.

34) Develop action plans short-range) to carry out long-term plans.

35) Encourage process which produces scenario plans on initiatives for administrative support.

36) Study system for appropriate allocation of equipment.

37) Review and change laws concerning low-bid requirements.

38) Look at model for supporting a distributed education system (e.g. off-site locations).

39) Look at added ways to make education more accessible.

SUMMARY

1) Broaden the administration and campus interaction to enable flexibility and response to changing or new situations:

   - Complete communication and information infrastructure.

2) Plan administrative and facilities services to be more responsive and available to meet campus/site instruction and student services needs from maintenance and modernization of facilities to the development of human resources.

PROFESSIONAL & STAFF DEVELOPMENT

CONCERNS

1) Changing resources
2) Retraining
3) Improve FLEX
4) Get back to BASICS
5) Standardize administration and processes
6) Change perception of Classified
7) Increase awareness
8) More up-to-date training
9) More personal development
10) Input for students/staff
11) Insure latest equipment and related training (on-going)
12) New thinking for on-going training
13) Learn more multi-media
14) How to introduce multi-cultural issues into teaching
15) What is important and what is current
16) Encourage link between scholarships and teaching
17) Establish staff development within a department
18) Removal of obsolete equipment
19) Training on new equipment/technology; availability of technology resources
20) Training for maintenance/operations
21) What staff development is available throughout District?
22) Currency for Voc Ed

PROFESSIONAL & STAFF DEVELOPMENT

What must change?

1) Immediate OJT (On the job training) -NO COST- for computers
2) Awareness and appreciation of the entire organization
3) Commitment of resources (SD)
4) Improved communications
5) Face to Face communications
6) Reverse budget priorities
   1. Technology
   2. SD program drive budget
7) Motivate participants to be involved in staff development
8) Improve Quality of Professional Staff Development
9) * Staff Development for new technology and multi-cultural environment across campus.
10) More focused flex days
11) Share knowledge from seminars, sabbaticals with peers
* 12) Budget and Training - especially for new technology (#1)
13) Innovation and Research
* 14) Continue to update software and related training - equitable (#1)
* 15) Improve interpersonal skills (#4 & #5)
* 16) Communicate staff development techniques and share ideas (#7 & #11)
* 17) More release time (#3 - #6)
* 18) Training not current (#13)
* 19) Examine current RESEARCH
20) Cause teachers to be better facilitators
21) Commitment and support to all District employees
22) Standardize systems technology and procedural systems
23) Awareness of students
* 24) District commitment and priority to staff development --should not have to rely on AB1725 (#6)
* 25) Retrain for new functions - Re-prioritize resources
26) Identify Resources (NEW)!!
27) Priority for Professional development for Career and Occupational programs
28) Improve FLEX activities
29) Each group develop expectations and needs for staff developments
* 30) Management support for staff development (#6)
31) Recycle Resources and clarify processes
* 32) Solid planning process (#29)
33) Maintain distinction between training and education
34) Identify training needs

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PROFESSIONAL & STAFF DEVELOPMENT

35) Identify technology experts/resources as first step towards developing Action Plan
36) Active in Market/(outside of classroom) area of expertise
* 37) More and different options for flex days (#10 & #28)
* 38) Evaluation of use of District funds for new technology (#6)
* 39) Advice from Industry (#36)
* 40) Teach people to learn (developmental education model) (#3)
* 41) More Flex days - Across District - re-examine use (#10, #28, & #37)
* 42) Re-Training with heart!! (#8)
43) Social events to promote togetherness
* 44) Create a more collegial environment (St + teachers)
45) Focus more on students
46) Change is inevitable; growth is optional
47) More individual recognition
* 48) Newsletter (#47)
49) Peer interaction and OBSERVATION
50) Everything is getting better & better; worse & worse; faster & faster

* Astrick: Added information included on flipcharts has been placed in parenthesis.

PROFESSIONAL & STAFF DEVELOPMENT

* 1) Commitment/Reallotment of Resources (2)

2) Staff Development to foster attitudinal changes

* ~~3) Staff Development for retraining~~

4) Staff Development - INNOVATIVE - for SD integrating multi-cultural activities in classroom and attitudinal (curriculum) change

5) Reallocate existing resources

* 6) Reorganize/Develop a Coordinated Plan for SD (1)

7) Communication Philosophical Statement (Vision Statement)

8) Vision Statement for Staff Development:
Continuous learning ~~personal~~ opportunities ~~professional and staff development~~ ~~is~~(are) essential for ALL SDCCD employees to fulfill the ~~general~~ mission of the District ~~as a learning organization~~.

* Astrick: Added information included on flipcharts has been placed in parenthesis.

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PROFESSIONAL & STAFF DEVELOPMENT

Vision Statement:

Professional and personal development opportunities are essential for ALL SDCCD employees to fulfill the mission of the District.

1) Coordinated Plan

2) Commitment and Reallocation of Resources

3) Staff Development must be innovative

4) Staff Development for integrating multi-cultural activities in the classroom, and attitudinal changes